



SEND Annual Information Report 2025-2026

Name of SENCo: Alexandra Dunn

Dedicated time weekly: 3 days

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Name of SEND Governor: Justine Brown



Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, adaptive and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of pupils who require support by: regular Pupil Progress Meetings, evaluation of Personalised Provision Plans, regular teacher and SENCo meetings, work scrutiny, and evaluation of assessment data.
- ✓ Identification of children requiring SEND Support and initiation of 'assess, plan, do, review' cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring SEN Support, or with an Education, Health and Care Plan are on our SEN Register.
- ✓ All children identified as potentially requiring SEN support in the future are on our Monitoring Register.

How we identify pupils that need additional or different provision:

- ✓ Class teacher refers to SENCO if they have any concerns about the progress or wellbeing of a pupil.
- ✓ Parents refer to the SENCo if they have concerns about their child's education or wellbeing.
- ✓ Ongoing curriculum assessments.
- ✓ Additional assessments in school, including Speech and Language Link and GL Dyslexia screeners, Boxall profile and School Stress Surveys.
- ✓ Tracking progress using assessment data.
- ✓ Further assessments by specialists, including those from external agencies.

We take a holistic approach in all aspects of a child's development and wellbeing. Our pastoral arrangements for supporting the emotional and social development of all pupils, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-Bullying and Behaviour Policies.



National Nurturing Schools Programme

During the academic year 2024-2025, the school ~~undertook taking~~ partnered with Nurture UK to embed the 6 Principles of Nurture into our practise. We follow the 6 principles in our daily practise and ethos, with these principles being:

- ✓ Safety – the classroom offers a safe base
- ✓ Wellbeing – the importance of wellbeing for the development of nurture
- ✓ Language – language is a vital means of communication
- ✓ Transitions – transitions are important in children’s lives
- ✓ Learning – learning is understood developmentally
- ✓ Behaviour – all behaviour is communication

The school hope to achieve the accredited Nurturing Schools Award ~~in 2025~~ at a later date.

How we listened to the views of children and their parents:

What	Who	When
Informal Discussions	All pupils	Daily
Parents’ Evenings/Reports	All pupils	Termly
Tapestry, individual pupil diaries	Year R	Daily
Emails, phones, ad-hoc conversations	Parents	When necessary
Assess, Plan, Do, Review meetings	Pupils on SEN Register	As needed
Team Around the Child/Family Meetings	Individual pupils	As requested
School Council	Representatives from all classes	Half termly
Questionnaires	All pupils and parents	Annually
Parent Forum	Class Parent Representative	Termly
School Stress Survey	Individual pupils as required	Termly, or as needed
5 Point Scale Emotional Regulation	All pupils	Daily
Annual Review Meetings	Pupils with EHCPs and their parents	Annually
EPPLAC Meetings	Previously looked after children and their parents	As agreed with VSK and parents

The Assess, Plan, Do, Review Cycle:

For children on our SEN Register, an Assess, Plan, Do, Review cycle becomes established by the SENCo in partnership with the pupil, their parents and the class teacher and a Personalised Provision Plan (PPP) is created outlining the identified provision. Please see our SEND Policy for further details.

This year, provision made for children/young people on our SEN Register has included al 4 broad areas of need - Physical and Sensory, Communication and Interaction, Cognition and Learning and



Social, Emotional and Mental Health, with the main area of need being Communication and Interaction.

By the end of the 2024-25 academic year, we had 21 pupils receiving SEN Support, equalling 10% of all pupils at Higham, against a national average of 13.6%. 5 of these pupils had Education, Health and Care Plans (EHCPs), equalling 2.3% compared to a national average of 4.8%.

1. SEND Information Report
(Data July 2025)

	Whole school	Yr 6	Yr 5	Yr 4	Yr 3	Yr 2	Yr 1	Yr R
EHCP	4	2	0	2	0	0	0	0
SEND SUPPORT	17	3	4	2	2	3	2	1
SEND MONITORING	18	3	4	3	2	3	1	2
PUPIL PREMIUM	31	6	5	6	6	3	2	3
LAC / SGO	0	0	0	0	0	0	0	0
PREVIOUSLY LAC	2	0	0	1	0	0	1	0
EHCP AND PP	3	1	0	2	0	0	0	0
SEND SUPPORT AND PP	9	3	0	4	0	1	0	1
SEND MONITORING AND PP	3	1	1	1	0	0	0	0

Monitoring:

We monitored the quality of SEND provision through regular Pupil Progress Meetings, evaluation of Personalised Provision Plans (PPPs), regular teacher and SENCo meetings, work scrutiny, evaluation



of assessment data including assessments taken by the SENCo and ASENCo and regular liaison with parents via email, meetings and telephone consultations. Meetings with outside agencies to discuss and evaluate provision happened every term.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in classroom
- ✓ 1:1 Provision
- ✓ Small group intervention including Sensory Circuits and Dog Mentoring sessions
- ✓ Playground and lunchtime support
- ✓ Supporting at after school and breakfast clubs
- ✓ PPA cover (HLTA)
- ✓ First Aid including Paediatric first aid as applicable
- ✓ Support for medical needs

We monitored the quality and impact of this support by observing practise around the school, speaking to stakeholders (pupils, parents and staff), regular liaison with support staff to discuss needs and progress and reviewing outcomes achieved for individual children.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff
- ✓ External services (See School Offer)
- ✓ Teaching and learning resources
- ✓ Wellbeing provision and resources
- ✓ Staff training
- ✓ Active Lunchtime supervision

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of staff undertaking CPD</u>	<u>Training Provider</u>
Bereavement support	ASENCO	Slide Away
National Nurturing Schools Programme	ASENCO SENCO	Nurture UK
Online Boxall Competencies	ASENCO SENCO	Nurture UK
PDA		STLS/Ifield Smile
Dog Mentoring Scheme	ASENCO	The Dog Mentor
EBSA		
Designated Safeguarding Lead	Headteacher Deputy Headteacher Senior Leader/Teacher	The Education People



	SENCO	
NPQH	Headteacher Deputy Headteacher	LLSE
NPQSEN	SENCO	LLSE
First Aid	Office Staff Teaching Assistants Midday Meal Supervisors	
Paediatric First Aid	Year R Teachers Year R Teaching Assistants Admin Assistant Site Manager	

Whole Staff / Group Training (INSET)

Area of Knowledge/Skill	Roles of staff undertaking CPD	Training provider
Safeguarding	All staff	The Education People
Positive Handling	Class Teachers and TAs HLTA SENCo, ASEnCo SLT	Staff Safety Training
First Aid	Class TAs Office Staff	
Online Boxall Competencies	EYFS, KS1 and KS2 Teachers	Nurture UK

We monitored the impact of this training by observing practise around the school, speaking to stakeholders (pupils, parents and staff), regular liaison with staff and progress and reviewing outcomes achieved for individual children. We also monitored the impact of training by using pre and post course evaluations, pre and post meetings with course trainers, meetings with STLS to review strategies taught and

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the following ways:

- ✓ Teacher transition meetings with individual schools
- ✓ Transition notes and records passed on securely, contact via TEAMS, phone, and email to ensure important information is received
- ✓ STLS SENCo transition sessions
- ✓ Pre-school connections and transition sessions

This year, 3 children/young people requiring SEN Support and 0 children/young people with Education, Health and Care Plans joined us from other schools.

5 children/young people on our SEN Register in 2024/2025 made a successful move to other schools. This included 5 pupils moving onto their secondary education.



We ensured that the transition into our Reception class was smooth by hosting transition sessions for pre-school children coming to us during Term 6, as well as by holding parent meetings for our new intake. Additionally, the Reception staff and/or SENCo visit all pre-schools and nurseries as required to observe pupils and discuss particular needs and requirements with pre-school staff. The SENCo and ASENCo attended the STLS transition meetings in Term 5 and liaised with specialist teachers to ensure resources and provision are in place. The SENCo and EYFS Lead visited our nearest pre-school to meet children and discuss transition needs with the staff. The SENCo spoke to 3 sets of parents during Terms 5 and 6 to ascertain various complex SEN needs in the new Year R cohort.

We helped children to make the move from the Early Years Foundation Stage to KS1 and from KS1 to KS2 by holding transition sessions for children to experience their new environments and teachers, this included Stay and Play sessions.

The transition from year 6 to secondary school has been supported through taking part in scheduled transition days and arranging for any extra transitions sessions to take place during quieter times. Extensive transition meetings with teachers and SENCos have been a priority during this time, and additional visits were made for a pupil whose parents could not facilitate a visit to the new school (the pupil was taken by the Headteacher and another member of staff).

For children with SEND, we also provide a detailed transition booklet with information and visuals to support the child during the summer holiday, and invite them in for an additional settling in session with the teacher at the start of September. We have continued familiar interventions for a few weeks to help keep routines in place during the transition. Parents were included in this process by encouraging them to share the booklet and discuss any worries and to support positively. They were encouraged to seek help from the SENCo and class teachers at the end of Term 6 and start of Term 1 if they felt it was needed.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan which includes our SEND Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow the complaints procedure found on the school website. For the academic year 2024-2025, we received 0 formal complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Catherine Grattan.

The Deputy Designated Safeguarding Leads are Vanessa Levy, Clare Driscoll and Alexandra Dunn.

The Designated Children in Care person in our school is Alexandra Dunn

The Local Authority's Offer can be found at [Special educational needs and disabilities \(SEND\) - Kent County Council](#)



Our Accessibility Plan can be found on our website [download.asp](#)

The School Development plan can be found on our website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website. Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Details about our curriculum, including how it is made accessible to children with SEND can be viewed from the link on our website [Higham Primary School - Curriculum](#)

Details of how we keep children safe can be found in our Safeguarding Policy which can be viewed on the school website [Education Exemplar Policy - Schools](#)

The Governing Body approved this SEND Information Report February 2026.